

School-leavers between education and the labour market 2012. Facts and figures

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School-leavers between education and the labour market 2012

Facts and figures

ROA Fact Sheet

ROA-F-2013/2E

Researchcentrum voor Onderwijs en Arbeidsmarkt | ROA
Research Centre For Education and the Labour Market | ROA

1. Introduction

Every year, ROA carries out a survey among school-leavers, on their transition from school to a subsequent course or to the labour market. This fact sheet presents the results of the survey conducted by ROA at the end of 2012 among school-leavers who graduated in the school year 2010-2011, in other words approximately eighteen months after they had left school. The results cover almost the entire spectrum of secondary and tertiary education: Preparatory Secondary Vocational Education (PSVE), Secondary Vocational Education (SVE), Senior General Secondary Education (SGSE), Pre-University Education (PUE) and Higher Vocational Education (HVE).¹ A distinction is made within SVE between two different learning routes (School-based Learning Route (SVE-VT) and Work-based Learning Route (SVE-DR)), and within each learning route between 4 levels. The data in the fact sheet have been aggregated across these broad sectors of education, but the annex also provides an overview of the figures for each education level differentiated by field of education. To ensure comparability, the results for HVE only refer to graduates from full-time programmes. For the full results for 2012, please refer to the ROA report *School-leavers between education and the labour market 2012*. A total of 75,513 school-leavers and graduates were approached. The overall response rate was 32%.

The survey among qualified school-leavers and graduates took place in the Autumn of 2012, in exceptional economic circumstances. For the fourth consecutive year, the Netherlands exhibited low or even negative economic growth figures. This continuing economic crisis has unmistakably had its effect on the figures presented here. This applies not only to the indicators that are directly related to labour market entry (e.g. unemployment or tenure), but may also affect the way in which youngsters assess the education programmes completed. Readers should bear this in mind.

2. Preparation

Table 1 shows to what extent school-leavers felt that their school had succeeded in preparing them for a successful start in the labour market. Of all students who left school with a diploma, 39% felt that the course that they had completed provided a good basis for entering the labour market. This percentage was lowest amongst PSVE school-leavers (one in four PSVE school-leavers with a diploma believed that their course constituted a good basis for entering the labour market) and the highest at DR Level 4 (more than three in five). For VT and DR in general, we can say that the higher the level, the greater the satisfaction with the education programme as a basis for labour market entry. Further analyses show that the economic crisis has had a definite

1. Since 2009, the survey among UE (University Education) graduates has taken place biennially. No national survey was held among this group of graduates in 2012.

effect on the assessment of school-leavers and graduates of their basis for labour market entry. In 2008 59% of all qualified DR school-leavers and 48% of all qualified VT school-leavers were satisfied with this aspect, while in 2012 the figures had dropped to 51% and 41% respectively. In HVE, slightly less than half (48%) of the students considered their course a good basis for starting on the labour market.

Table 1 also shows which proportion of the qualified school-leavers considered their course a good basis for further development of knowledge and skills after graduation (either at work or in further education). Whereas the assessment of basis provided by the course for starting in the labour market refers to the short-term objective of education, these figures say something about the long-term objective of education. 57% of the entire group of qualified school-leavers believes that the course taken constitutes a good basis for further development of knowledge and skills. The satisfaction of DR and HVE graduates with this long-term objective of education is slightly above average. Satisfaction is highest among qualified school-leavers from DR Level 4 programmes (70%).

Table 1
Starting in the labour market and further development of knowledge and skills

	Course provides a good basis for labour market entry (%)	Course provides a good basis for further development of knowledge and skills (%)
PSVE	25	55
SVE-VT 1	35	45
SVE-VT 2	40	57
SVE-VT 3	46	55
SVE-VT 4	40	55
SVE-DR 1	30	40
SVE-DR 2	45	54
SVE-DR 3	56	64
SVE-DR 4	61	70
HVE	48	63
Total	39	57

Source: ROA (SIS)

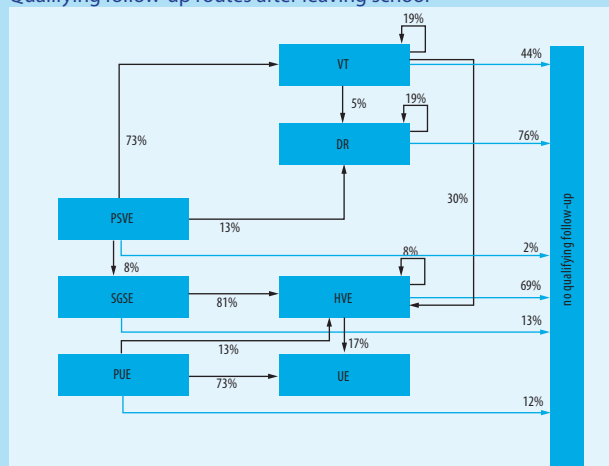
3. Subsequent education

After completing their studies, school-leavers may choose to either enter the labour market or continue their studies. Figure 1 gives an overview of the qualifying follow-up routes for the graduates from this survey. The figure lists for each type of education the percentage of graduates who entered a particular qualifying follow-up route since their graduation, as well as the percentage that did not opt for a qualifying follow-up route. For greater clarity, this figure combines the VT and DR levels, and only follow-up routes with a share of at least 5% have been listed.

Most graduates of General Secondary Education (GSE) go on to further education. 81% of the entire group of GSE respondents embarked on courses in HVE. This applied to only 13% of the PUE graduates, the majority (73%) opting

for a University Education (UE). Less than 5% of the qualified PSVE respondents decided not to enroll in subsequent education. According to the figure, the percentage of PSVE school-leavers moving on to GSE is almost 8%.²

Figure 1
Qualifying follow-up routes after leaving school

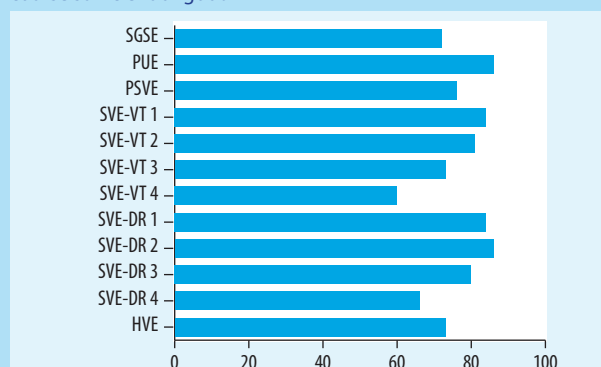


Source: ROA (SIS)

School-leavers who enrolled in a subsequent course after graduating were asked what they thought of the match between the course that they had completed and the subsequent one. Figure 2 shows which proportion of these school-leavers considered this match to be reasonable or good. The vast majority thought that this was the case. Strikingly, within SVE-VT the evaluation of the quality of this match clearly decreases as the education level increases. Whereas 84% of the Level 1 SVE-VT graduates are satisfied with the match, among Level 4 SVE-VT graduates this applies to 'only' 60%. This means that almost 40% consider the match to be moderate to poor. However, it should be taken into account that most qualified school-leavers from the lower-level SVE-VT programmes enrol in subsequent programmes within SVE, whereas for qualified school-leavers from SVE Level 4, continuing their education generally means switching to HVE.

Figure 2

Percentage of school-leavers who continue their studies and who find the match between the course completed and the subsequent course sufficient or good



Source: ROA (SIS)

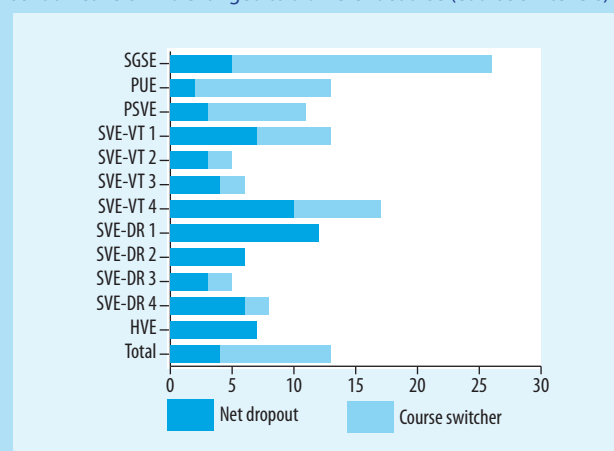
Figure 3 shows the total percentage of young people who left their subsequent course prematurely, distinguishing hereby between those who had left the subsequent course at the time of the survey without having started an alternative course (net dropouts) and those who had switched courses. In total, 13% of the school-leavers who moved on to another course indicated that they had left their initially chosen subsequent course by the time of the survey. Of all education levels, the most likely to have left their subsequent course were GSE graduates (26%). Qualified school-leavers at SVE-VT Level 4 were also relatively likely to have left their subsequent course (17%). School-leavers from SVE Level 1 programmes and PUE have an average score on this indicator. Those who move on from HVE and other SVE levels do better than average.

What is perhaps more important than the total number who left their subsequent course is the percentage that does so without embarking on another course either. In other words, the net dropout percentage is more interesting than the gross percentage of school-leavers who left their subsequent course prematurely. This prompts the question: What percentage of those who left their subsequent course are course switchers and what percentage has actually left the education system? Of the 13% who moved on and stopped their subsequent course prematurely, 9 percentage points consists of those who switched courses. These young people remain in the education system, but appear to have made the wrong initial choice. The remaining 4 percentage points comprise the net dropouts. Similar figures can also be observed for those who move on from PSVE (8% course switchers and 3% net dropouts). Most of the relatively high percentage of SGSE dropouts are course switchers (21%). This applies even more to PUE (11% having changed courses and 2% having stopped completely). This is offset by the - relatively small - group of SVE-DR school-leavers who leave their subsequent course prematurely and also leave the education system.

2. From the theoretical PSVE programme, 17% of all qualified respondents went on to SGSE.

Figure 3

Percentage of school-leavers who went on to a subsequent course and then left this prematurely (net dropouts) and the percentage of school-leavers who changed to a different course (course switchers)



Source: ROA (SIS)

4. Labour market

Instead of opting for a subsequent course, school-leavers also have the option of entering the labour market by seeking and perhaps finding paid work. The young people on whom this fact sheet focuses graduated in the school year 2010-2011. The majority of them completed their exams in the spring or summer of 2011, which was in the middle of an economic crisis.

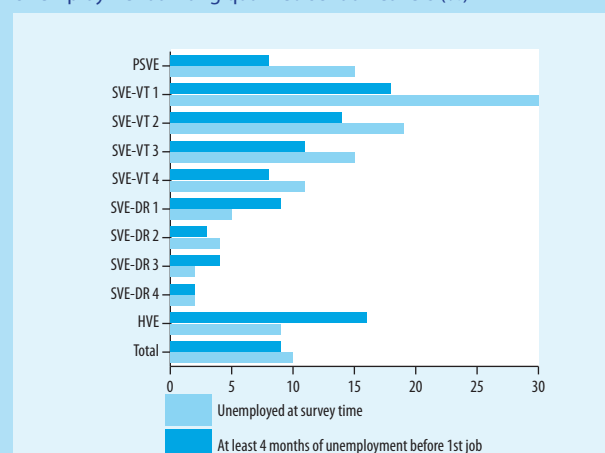
There are various indicators that show how smooth the transition between education and the labour market is for school-leavers. Firstly, we look at the level of unemployment among school-leavers who enter the labour market (Figure 4). Total unemployment among school-leavers at the time of the survey was 9,6%, which constitutes a 2.2 percentage point increase compared with the survey conducted in the autumn of 2011. The effects of the continuing economic crisis are reflected in particular in the high unemployment rate among the lower educated. Among PSVE school-leavers, the unemployment rate was 15% (compared to 12% in 2011). The unemployment rate among VT school-leavers differs considerably between the lower and higher levels. No less than 30% of Level 1 school-leavers is unemployed, and even at Level 2 the figure is as high as 19%. This represents a slight decrease compared to the 2011 survey for VT Level 1, but an increase VT Level 2. The unemployment rate among school-leavers from VT Level 3 (15%) and Level 4 (11%) also shows a clear increase (2011: 10% and 7% respectively). There is less unemployment among graduates from DR, and little difference between Level 1 (5%) and Level 4 (2%). On average there has not been a further increase in unemployment rates among DR graduates since 2011. The unemployment rate among HVE graduates is 9% (7% in 2011).

The unemployment rate at the time of the survey is not the only indicator of the smoothness of labour market

entry. Figure 4 also shows data relating to the duration of the search for the first job, specifically, the proportion of school-leavers who were unemployed for 4 months or more before finding their first job. Qualified school-leavers from Levels 1 and 2 within VT (18% and 14%, respectively) and from HVE (16%) are generally the most likely to have had a search duration of four or more months before finding their first job. This is undoubtedly related to the fact that qualified school-leavers from SVE-DR often stay on with the employer where they did their training. Finally, qualified school-leavers from both VT and DR need less time to find their first job as the level of the course completed increases.

Figure 4

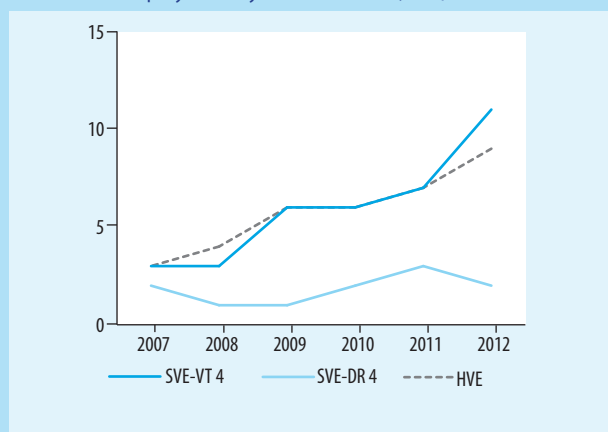
Unemployment among qualified school-leavers (%)



Source: ROA (SIS)

Figure 5 shows the unemployment trend for Level 4 SVE programmes and for HVE graduates. After showing a low unemployment rate in 2007 and 2008, there is a clear increase in unemployment among graduates from SVE-VT Level 4 and HVE in 2009 with the onset of the economic crisis. By contrast, the unemployment rate among graduates from SVE-DR Level 4 remained constant. After a brief stabilisation in 2010, the unemployment rates for SVE-VT Level 4 and HVE increase further in 2011, and more prominently in 2012. The economic crisis does not really seem to have affected the job chances of graduates at SVE-DR Level 4.

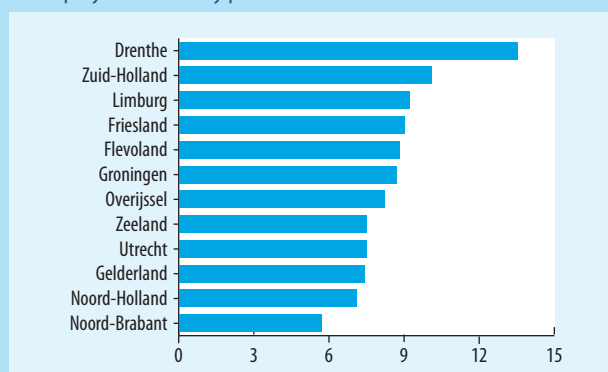
Figure 5
Trends in unemployment by education level, 2007-2012



Source: ROA (SIS)

Figure 6 shows the unemployment rates for school-leavers (SVE and HVE) by province of residence at the time of the survey. Unemployment is highest among school-leavers from Drenthe (14%), Zuid-Holland (10%), Limburg (9%), and Friesland (9%). As far as unemployment rates are concerned, school-leavers were best off in Noord-Brabant (6%) in 2012.

Figure 6
Unemployment rates by province



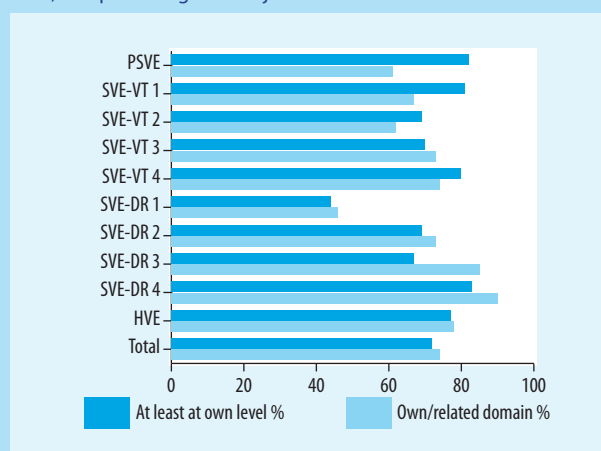
Source: ROA (SIS)

In addition to unemployment rates, there are some other important indicators that illustrate the match between education and the labour market. Figure 7 shows how well the school-leavers' jobs match the course they completed in terms of level and field of study. Three quarters of all working school-leavers have a job that at least matches the level of their education. This applied to 82% of all working PSVE school-leavers. This can be explained by the fact that there are few jobs for which the required education level is lower than PSVE. A relatively high percentage of qualified school-leavers from SVE-VT Level 4 (80%) and SVE-DR Level 4 (83%) also find jobs that at least match their own level. This also applies to nearly 8 in every 10 (77%) HVE graduates.

In addition to the level of the job, the required field of study is also an important factor in determining the quality of employment. Respondents were therefore also asked to indicate what field was required for the job according to the

employer. The required field of education is an indicator for the extent to which someone works within the occupational domain for which he or she has been trained. Figure 7 shows that school-leavers from PSVE and the lowest level within SVE are the least likely to work within their own occupational domain. Approximately 74% of all SVE-VT Level 3 and 4 graduates work within their own occupational domain, whereas for DR graduates at these levels, this applies to 85% (Level 3) or even 90% (Level 4). 78% of all HVE graduates work in a job requiring their own or a related field of study.

Figure 7
Percentage of working school-leavers with a job at least at their own level, and percentage with a job in their own/related field

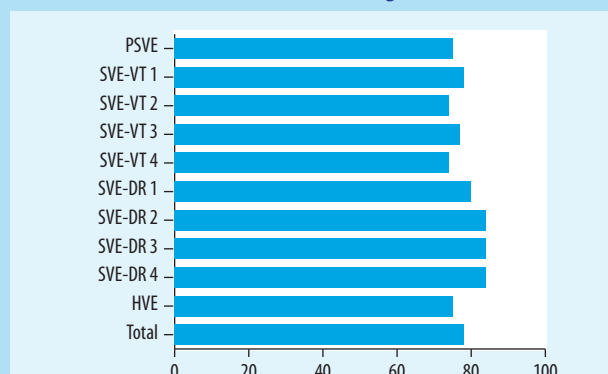


Source: ROA (SIS)

Respondents were also asked what they thought of the overall match between the course that they had completed and their present job. Figure 8 shows which proportion of working school-leavers considered this match sufficient or good. DR graduates at all levels are most often satisfied with the match. A possible explanation for this is the close relationship between education and the labour market in DR. In HVE, 75% of the working graduates thought that the match between education and work was sufficient or good. Although workers from VT Level 2 are the least satisfied with their match, 74% workers in this group still feel that the match between education and their present job was sufficient or good.

Figure 8

Percentage of working school-leavers who consider the match between education and work sufficient or good



Source: ROA (SIS)

Another indicator for the quality of work and the transition from education to the labour market, is the level of earnings received by working school-leavers. Table 2 shows the average gross hourly wage for each education level. Hourly wages allow a better comparison of earnings potential than monthly wages, as differences in monthly wages can also be caused by differences in the number of hours worked. As expected, average gross hourly wages increase with education level. The average gross hourly wage for a working PSVE school-leaver is €4.46, which is comparable to the amount from 2011. Among VT graduates, gross hourly wages vary from €7.22 (Level 1) to €10.03 (Level 4), while DR graduates earn between €10.91 (Level 1) and €13.40 (Level 4). On average, starting salaries for SVE graduates - with the exception of Level 1 - are lower than was the case in the 2011 survey.³ Average gross hourly wages among HVE graduates amount to €13.28, which also represents a slight decrease compared to the 2011 survey.

Table 2

Average gross hourly wages

	Gross hourly wages (in euros)
PSVE	4,46
SVE-VT 1	7,22
SVE-VT 2	7,83
SVE-VT 3	9,21
SVE-VT 4	10,03
SVE-DR 1	10,91
SVE-DR 2	10,56
SVE-DR 3	12,1
SVE-DR 4	13,4
HVE	13,28

Source: ROA (SIS)

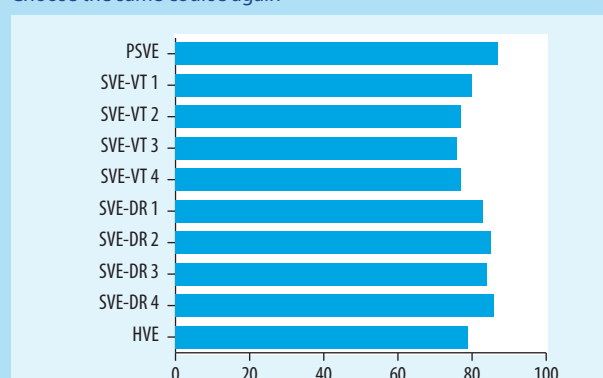
3. DR school-leavers, on average, earn slightly more than their colleagues from VT, which may be explained by the fact that working DR school-leavers are, on average, slightly older than working VT school-leavers, and often have a little more working experience.

5. Satisfaction with course (looking back)

Figure 9 shows the percentage of qualified school-leavers who, if offered the opportunity to choose again, would again choose the course that they had completed. The vast majority of qualified school-leavers would again choose the course that they had completed. Among PSVE graduates, the figure is 87%. Within SVE, the percentage that would choose the same course again varies from 76% (SVE-VT Level 3) to 86% (SVE-DR Level 4), while among HVE graduates, the figure is 79%.

Figure 9

Choose the same course again



Source: ROA (SIS)

General

	Course provides a good basis for labour market entry (%)	Course provides a good basis for further development of knowledge and skills (%)	Looking back, choose course again (%)
PSVE	25	55	87
PSVE theoretical programme	22	57	87
PSVE Agriculture	24	49	85
PSVE Technology	31	53	88
PSVE Economics	28	55	84
PSVE Health Care	26	55	90
PSVE intersectoral	23	58	90
SVE	45	57	80
VT	41	55	77
VT 1	35	45	80
VT 2	40	57	77
VT 2 Agriculture	22	49	72
VT 2 Technology	41	54	83
VT 2 Economics	43	53	71
VT 2 Health Care	40	64	79
VT 3	46	55	76
VT 3 Agriculture	31	43	74
VT 3 Technology	51	64	77
VT 3 Economics	41	52	70
VT 3 Health Care	63	66	88
VT 3 Behaviour & Society	42	51	73
VT 4	40	55	77
VT 4 Agriculture	42	58	73
VT 4 Technology	46	60	77
VT 4 Economics	35	52	76
VT 4 Health Care	50	60	81
VT 4 Behaviour & Society	33	52	78
DR	51	59	84
DR 1	30	40	83
DR 2	45	54	85
DR 2 Agriculture	50	69	86
DR 2 Technology	47	53	87
DR 2 Economics	28	39	79
DR 2 Health Care	56	69	82
DR 3	56	64	84
DR 3 Agriculture	41	59	80
DR 3 Technology	53	66	85
DR 3 Economics	47	57	78
DR 3 Health Care	76	72	89
DR 3 Behaviour & Society	52	64	81

General

	Course provides a good basis for labour market entry (%)	Course provides a good basis for further development of knowledge and skills (%)	Looking back, choose course again (%)
DR 4	61	70	86
DR 4 Agriculture	-	-	-
DR 4 Technology	51	70	92
DR 4 Economics	55	59	82
DR 4 Health Care	76	79	86
DR 4 Behaviour & Society	59	74	82
HVE	48	63	79
HVE Agriculture	53	66	74
HVE Technology	60	67	85
HVE Economics	48	63	73
HVE Health Care	56	68	86
HVE Behaviour & Society	38	57	76
HVE Education	51	57	86
HVE Language & Culture	26	68	85
Total	39	57	85
Source: ROA (SIS)			

Subsequent education

	match reasonable/good %	net dropout in subsequent course %	Course switcher in subsequent course %
SGSE/PUE	78	3	17
SGSE	72	5	21
PUE	86	2	11
PSVE	76	3	8
PSVE theoretical programme	74	2	8
PSVE Agriculture	75	1	7
PSVE Technology	78	3	6
PSVE Economics	81	2	11
PSVE Health Care	78	2	8
PSVE intersectoral	80	3	12
SVE	71	7	4
VT	68	7	5
VT 1	84	7	6
VT 2	81	3	2
VT 2 Agriculture	81	9	0
VT 2 Technology	83	0	2
VT 2 Economics	76	6	3
VT 2 Health Care	83	4	1
VT 3	73	4	2
VT 3 Agriculture	67	3	0
VT 3 Economics	87	4	1
VT 3 Health Care	79	8	3
VT 3 Behaviour & Society	85	6	1
VT 4	60	10	7
VT 4 Agriculture	58	7	5
VTL 4 Technology	55	8	9
VTL 4 Economics	60	12	6
VT 4 Health Care	71	11	4
VT 4 Behaviour & Society	57	9	7
DR 1	84	12	0
DR 2	86	6	0
DR 3	80	3	2
DR 4	63	6	2
HVE	73	7	0
HVE Agriculture	76	4	0
HVE Technology	68	8	0
HVE Economics	71	7	0
HVE Health Care	80	4	0
HVE Behaviour & Society	69	10	1
HVE Education	83	3	0
HVE Language & Culture	75	7	0

Source: ROA (SIS)

Labour market

	At least at own level %	Own/related domain %	Match sufficient/good %	Unemployed %	Entry unemployment > 3 months %	Gross hourly wages euros
PSVE	82	61	75	15	8	4,46
PSVE theoretical programme	62	39	62	24	6	4,33
PSVE Agriculture	86	63	75	11	6	4,98
PSVE Technology	94	77	76	7	8	5,00
PSVE Economics	78	53	87	23	15	4,00
PSVE Health Care	85	60	78	11	8	4,14
PSVE intersectoral	65	52	57	20	8	2,81
SVE	71	75	80	8	7	10,73
VT	75	71	75	14	10	9,37
VT 1	81	67	78	30	18	7,22
VT 2	69	62	74	19	14	7,83
VT 2 Agriculture	73	71	82	21	13	5,70
VT 2 Technology	67	66	68	17	18	8,05
VT 2 Economics	66	55	76	18	16	7,78
VT 2 Health Care	76	66	79	21	9	7,87
VT 3	70	73	77	15	13	9,21
VT 3 Agriculture	53	57	65	14	6	6,03
VT 3 Technology	62	85	74	22	23	9,58
VT 3 Economics	65	62	72	19	14	8,60
VT 3 Health Care	82	87	87	3	3	10,12
VT 3 Behaviour & Society	72	70	73	19	9	9,74
VT 4	80	74	74	11	8	10,03
VT 4 Agriculture	72	64	67	16	8	9,08
VT 4 Technology	79	73	71	6	7	10,06
VT 4 Economics	73	65	74	14	10	9,30
VT 4 Health Care	90	89	79	6	5	11,13
VT 4 Behaviour & Society	80	77	70	14	9	10,26
DR	68	78	83	3	4	11,70
DR 1	44	46	80	5	8	10,91
DR 2	69	73	84	4	2	10,56
DR 2 Agriculture	57	64	81	7	2	9,51
DR 2 Technology	67	73	82	2	1	10,67
DR 2 Economics	58	65	79	11	4	10,04
DR 2 Health Care	93	84	95	3	2	11,22
DR 3	67	85	84	2	4	12,10
DR 3 Agriculture	52	76	83	2	4	12,31
DR 3 Technology	63	86	81	0	2	12,55
DR 3 Economics	66	80	82	7	6	9,65
DR 3 Health Care	71	92	91	1	4	13,28
DR 3 Behaviour & Society	88	87	78	6	5	13,18

Labour market

	At least at own level %	Own/related domain %	Match sufficient/good %	Unemployed %	Entry unemployment > 3 months %	Gross hourly wages euros
DR 4	83	90	84	2	2	13,40
DR 4 Agriculture	-	-	-	-	-	-
DR 4 Technology	77	92	79	0	0	14,17
DR 4 Economics	69	87	90	5	2	11,57
DR 4 Health Care	95	94	80	0	1	14,58
DR 4 Behaviour & Society	88	88	86	4	8	13,67
HVE	77	78	75	9	14	13,28
HVE Agriculture	72	72	67	11	18	13,16
HVE Technology	87	85	77	8	13	14,13
HVE Economics	77	66	69	10	18	12,99
HVE Health Care	80	91	85	4	8	15,10
HVE Behaviour & Society	52	83	68	9	21	13,15
HVE Education	90	92	85	8	14	13,60
HVE Language & Culture	64	63	66	12	17	9,65
Total	72	74	78	10	9	10,56

Source: ROA (SIS)

Unemployment trend

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
SGSE	2	8	17	18	19	11	17	17	19	15	9	31
PUE	6	4	13	15	19	5	23	11	12	18	9	20
PSVE	6	3	7	6	12	6	6	9	6	8	12	15
SVE-VT 1/2	7	8	16	25	21	13	9	10	16	16	20	20
SVE-VT 3/4	2	4	4	11	8	6	3	3	8	6	8	12
SVE-DR 1/2	-	-	-	-	-	-	3	1	4	5	5	4
SVE-DR 3/4	-	-	-	-	-	-	1	1	2	2	2	2
HVE	3	3	6	6	5	5	3	4	6	6	7	9

-: Not available

Note: In the 2000-2002 surveys, this concerns Lower Secondary General Education (LGSE)/Initial Professional Education (IPE) school-leavers. From the 2003 survey onwards these are PSVE school-leavers.

Comment: The year is the year of the survey. In 2012, respondents came from the 2010-2011 survey.

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